SRSCOP005B: Demonstrate basic assertive communication skills

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| Description  This unit has been developed for the Sport Industry Training Package. This unit covers the knowledge and skills required to develop basic communication and assertive behavioural skills necessary to achieve effective interpersonal communication.  Unit Sector  Career Oriented Participation  Performance criteria   |  |  |  |  | | --- | --- | --- | --- | | **Element** | |  | **Performance criteria** | | 1. | Collect information to develop a interpersonal communication action plan |  | |  |  | | --- | --- | | 1.1 | Identify the ***characteristics of different behaviour*** and include in the plan | | 1.2 | Identify the ***processes used in communication*** and include in the plan | | 1.3 | Identify the ***common causes and consequences of ineffective communication*** and include in the plan | | 1.4 | Identify the factors that influence ***successful communication*** and include in the plan | | 1.5 | Identify the factors that influence a person's capacity to develop ***assertive behaviour*** and include in the plan | | 1.6 | Identify a range of ***strategies for developing assertive behaviour*** and include in the plan | | 1.7 | Check information to ensure it is correct and up to date | | | 2. | Demonstrate effective use of the key skills required for assertive communication |  | |  |  | | --- | --- | | 2.1 | Demonstrate the ability to use ***key skills*** required for assertive communication | | 2.2 | Demonstrate the ability to adjust techniques according to different situations | |   Key competencies   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Key Competency** |  | **Example of Application** |  | **Performance Level** | | Communicating ideas and information |  | Use assertive communication skills |  | 2 | | Collecting analysing and organising information |  | Collect relevant details for communication action plan |  | 2 | | Planning and organising activities |  | Identify all aspects for interpersonal communication action plan |  | 1 | | Working with others and in teams |  | Cooperate with others |  | 2 | | Using mathematical ideas and techniques |  | Not applicable |  | 0 | | Solving problems |  | Choose appropriate communication skills according to different situations |  | 2 | | Using technology |  | Use technologies as appropriate for communication |  | 1 |   Range statement  The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. The Range Statements relate to the unit as a whole and helps facilitate holistic assessment. In addition, the following variables may be present for this particular unit of competency:   |  |  |  | | --- | --- | --- | |  |  |  | | Assertive behaviour |  | * a respect for yours and others rights * limiting factors   + self confidence   + determination   + communication skills   + gender issues   + personal valuation | | Characteristics of different behaviour |  | * assertive   + a respect for yours and others rights * non-assertive   + neglect of your own rights * aggressive   + neglect of others right | | Common causes and consequences of ineffective communication |  | * causes   + mixed messages   + tone   + inappropriate body language * consequences   + poor performance   + poor relationships   + disrespect | | Key skills |  | * active listening * empathy * developing rapport * control body language * eye contact | | Processes used in communication |  | * processes   + two way process   + sending   + receiving   + verbal   + non-verbal | | Successful communication |  | * listening skills * clarity of message * body language * rapport * concentration * empathy | | Strategies for developing assertive behaviour |  | * broken record * fogging * negative assertion * negative inquiry * free information * self disclosure * empathy |   Evidence guide  The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competence for this unit. This is an integral part of the assessment of competence and should be read in conjunction with the Range Statements.   |  |  |  | | --- | --- | --- | |  |  |  | | **Critical aspects of evidence to be considered** |  | * Assessment must confirm sufficient knowledge of the factors that influence the effective use of assertive communication * Assessment of performance should be over a period of time covering all categories from the Range Statements * Assessment must confirm the ability to apply knowledge and appropriate techniques to   + apply factors affecting the use of assertive communication in order to communicate successfully | | **Interdependent assessment of units** |  | * This unit must be assessed after attainment of competency in the following unit(s)   + Nil * This unit must be assessed in conjunction with the following unit(s)   + Nil * For the purpose of integrated assessment, this unit may be assessed in conjunction with the following unit(s)   + Nil | | **Required knowledge and skills** |  | * Required knowledge   + Knowledge of codes of practice and guidelines for the sport/organisation in order to understand these when communicating with others   + Knowledge of organisation's policy and procedures for communication with clients in order to incorporate these into all communications   + Knowledge of decision making and conflict resolution strategies procedures for communication to achieve a successful outcome * Required skills   + Problem solving strategies to know how to deal with unexpected questions or attitudes while communication with clients   + Interpersonal skills to develop rapport with clients   + Communication skills (verbal and listening) in order to effectively understand the message of the interview and reach an agreed outcome   + Observation to monitor and adapt strategies as required to reach desired outcome/s of the communication process   + Negotiation skills to negotiate difficult situations and to resolve problems as they arise   + Flexibility to adjust quickly to differing situations   + Empathy to develop rapport and understanding with and for the other party | | **Resource implications** |  | * Physical resources - assessment of this competency requires access to   + a real communication process in the work environment * Human resources - assessment of this competency will require   + personnel with career oriented participant competency at the appropriate level   + personnel to be current in their knowledge and understanding of the industry through provision of evidence of professional activity in the relevant area   + personnel to have attained the National Competency Standards for Assessment BSZ401A, BSZ402A and BSZ403A | | **Consistency in performance** |  | * Due to the issues such as variable conditions of athlete participation this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to career oriented participants | | **Context for assessment** |  | * This unit of competency must be assessed in the context of a sporting activity with a range of real clients. For valid and reliable assessment the activity should be conducted using a real or simulated environment with sporting participants. The environment should be safe, with noise to a level experienced with an activity in full operation and support serviced provided for optimum performance * This unit of competency should be assessed through the observation of processes and procedures, oral and/or written questioning on required knowledge and skills and consideration of required attitudes * Where performance is not directly observed and/or is required to be demonstrated over a 'period of time' and/or in a 'number of locations', any evidence should be authenticated by colleagues, supervisors, clients or other appropriate persons | |